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ABSTRACT

A resource and activity guide for the developmentally disabled that focuses on functional and constructive play is presented. Some basic ideas for fostering dramatic play among the severely developmentally disabled are also introduced. In following a developmental approach, this guide identifies goals and objectives, and explains the relevance of the objectives to overall growth and development. Activities are suggested that describe how to increase the student's means of initiating arousal-seeking behaviors and how to use playful activities to teach learning tasks. The activities are listed separately for primary age (birth to 8 years), intermediate age (9-15 years), and adult 16-26 years). Developmental levels ranging from 0-6 months to 60-months-and-over are covered. Language correlates of the activities and ideas for group homes and family environments are also presented. The following goal areas are included: responding to self and environmental stimuli, initiating interaction with objects and/or adults, participating in social play with an adult as well as nonsocial play, demonstrating a novel use of a familiar object, participating in pretend activities, playing a simple game with a peer under adult supervision, increasing exploration skills and play knowledge, and cooperating to complete an activity/task. Appended materials include: C. Liesman's "Play Assessment and Developmental Play Chart," a play assessment form, suggestions for running a play group and introducing the concept of games in a play group, and a list of about 22 references. (SEW)

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The teacher and the developmentally disabled student who, together, take a complex learning task and attain mastery of it have surely succeeded in making a molehill out of a mountain.

So many times in our classrooms and group homes, play time is equated with "free time". Our students are given toys and expected to play. Unlike the normal child, "developmentally disabled" students must be taught how to play. The philosophy of this book is that children and adults need to play. It is through experimentation and pretend games that we learn social behaviors and combine our cognitive and sensorimotor behaviors into organized strategies for manipulating the environment.

The development of play skills parallels the development of imitation skills, particularly during the birth through two year developmental age. For teaching purposes, play can be thought of as "functional pleasure". That is, the student performs the activity for fun. During play, the student takes in the world (objects and people) and bends this reality to fit his existing level of cognitive functioning.

During the early stages of development (especially birth through twelve months) it is hard to distinguish play behavior from other sensorimotor behaviors (imitation, ways of relating objects, attending and object permanence) discussed in "Getting Ready to Learn!". You will find that this "Playing Around" issue of Molehills Out of Mountains has a resource guide focus and limited activities. Although the teacher must act as a facilitator to the student's play activities and must set the stage for play to occur, by nature play is behavior that is fun, pleasurable and spontaneous. Thus, play activities will be as individual as the student himself. What becomes important is knowing what the student is capable of at each developmental level. This knowledge will assist the teacher in creating environments that will encourage the student to "engage" in play behaviors. It will also help her observation of the student when she is attempting to determine when the student is "playing". For example, an adult student functioning at the birth to six month level uses visual inspection as a means of playing. Therefore, when he reacts to the noise and sights of a TV video game, he is indeed playing.

Sara Smilansky has identified four stages of play. These are (1) functional play, occuring during the sensorimotor stage of development, (2) constructive play where the student manipulates the environment and objects in order to create, (3) dramatic play and (4) play with rules of conduct and procedure. The bulk of this resource and activity guide will stress functional and constructive play and will introduce some basic ideas for fostering dramatic play among the severely developmentally disabled. Most developmentally disabled students do not reach the fourth level of play. However, play therapist Catherine Liesman has included a brief section on introducing a structured game in a play group. She has also contributed a developmental chart on themes of play that emerge when observing play behavior, instructions on how to run a play group and an assessment procedure to assist teachers in determining the level of play skills. This assessment will enable teachers to determine where to begin instruction and what materials are useful. Remember that the goals and objectives included in this book can be used as affective/social educational goals.

But first...why play at all?

WHY PLAY AROUND?

Brian Sutton-Smith, author of How to Play With Your Children, says "The main reason is that life is generally dull. Often it is downright boring. Anything that makes life a little more interesting is an improvement; and if it makes life exciting, that is a special event. So, if we do no harm to anyone else and if we do some good to ourselves, then our lives seem more worthwhile. Play makes us enjoy being with each other a lot more. It makes us think life is a little more worth living. As such, play is a rare and life-giving feast. That is why we should bother with it--at least the main reason."

There are many theories and explanations of play and play behavior. Dr. Michael Ellis spent several years analyzing the classical theories of play and relating them to the modern practioneer. He states the most satisfying explanation of play involves an intergration of these theories:

-PLAY AS AROUSAL SEEKING
-PLAY AS LEARNING
-PLAY AS A PROCESS OF HUMAN DEVELOPMENT (1973)

All individuals are continually developing throughout their lifetime. Through play, we learn about objects and events, we gain social competence and we become more versatile human beings. Ellis (1973) states that everyone has a drive for seeking arousal and that we strive for a state of "optimal arousal". We attempt to find arousing stimuli, create uncertainities about it and then reduce our level of arousal. For example, many adults will watch a televised football game (arousing stimuli), create uncertainities by placing a bet on the game and then reduce the arousal by watching the game until the outcome has been decided. This process can be referred to as "play".

Handicapped individuals need to learn behaviors that will enable them to use play in their lives. This activity guide will address the implications of the preceding explanations of play and the implications for the developmentally disabled population. Following a developmental approach, the activities will describe how to increase the student's means of initiating arousal-seeking behaviors and how to use playful activities to teach "learning tasks". The process of playing is a learned behavior, and this guide will also offer instructions to you on how to play with your students.

Now...let's get everybody 'playing around'...

REFERENCES:

Ellis, M.J. Why People Play, Engelwood Cliffs, New Jersey: Prentice Hall, Inc. 1973
Sutton-Smith, Brian and Shirley How to Play With Your Children (and When Not TO) New York: Hawthorn 1974

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 0-6 months

GOAL: The student will respond to self and environmental stimuli.

OBJECTIVES:

1. The student will stop crying/quiet when experiencing a pleasurable tactile/touch stimulus. (0-3 months, Bayley)
2. The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus. (0-3 months, Dunst)
3. The student will track object and/or person in his visual field. (1-4 mos.)
4. The student will smile in response to adult stimulation. (2-4 mos, Gesell)
5. The student will respond to an object presented by an adult with a simple, gross motor movement. (3-6 months, Dunst)

RELEVANCE TO GROWTH AND DEVELOPMENT:

When we examine the nature of infant intelligence, we discover many ideas and concepts which help us define what "play" behaviors look like during these first few months of development and its importance to overall growth. The neo-Piagetian perspective describes play at this level as the development of schemas for relating to objects. During these first six months, mouthing and visual inspection are dominant behaviors, and these behaviors are applied indiscriminately to all objects. (Dunst 1981)

Sutton-Smith (1974) recounts the very passive nature of young babies at this stage of development. The adults will have the role of the initiator of activities. He stresses the importance of getting "in touch" with the student at this early stage. This is done by imitating what the student does whenever one can. In addition, one must use alot of physical contact (ie. cuddling, rocking) to maintain this sense of being "in touch". In other words, the adult becomes a "clown" for the student functioning at this level of development. Sutton-Smith states as long as we want this student's attention, we must play!

One of the major goals of play during this six month period is to let the student realize that his efforts have an effect: he can reach and touch something, he can make a sound and he gets a response, he can hear a rattle, turn his head and see it. Not only does the student learn the beginning of cause and effect, but he also learns that he can produce a stimulating action.

Let's relate this information to our defination of play for the severely developmentally disabled and examine how it all fits together. Providing play experiences and activities that strengthen the student's ways of relating to objects and introduce the concept of cause and effect reflect the nature of play as learning. As we, as adults, make efforts to get "in touch" with our students, we are helping the student begin on the road to social competence by becoming involved in a primary relationship. This is viewing play as a process of human development. Finally, by creating opportunities for the student to realize that his actions have an effect, we are promoting the development of his own initiative to create arousing events (play as arousal-seeking).

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 0-6 months

PLAY AS LEARNING

It is important to note that although these suggested activities may not be exactly spectacular "play" adventures in themselves, the focus of the activities should be the interaction between the student and the teacher. Many of the activities listed in other Molehills Out of Mountains series are indeed "play as learning" activities and can be used to foster interaction between the student and teacher while enhancing learning skills.

ACTIVITIES FOR PRIMARY AGE (0-8)

1. "Tug-a-Pacifier" This activity will promote sucking behavior with young students. Tie a brightly colored ribbon to the end of a pacifier. When the student is sucking, put the ribbon end in your mouth and play "tug-a-war". The closer you get to the student's face, the better!
2. "The Roving Eye" This is a variation of the rattle games described by Ira Gorden in his book Baby Learning Through Baby Play. Find an object that has an auditory feature (rattle, squeak toys, balls with bells, musical instrument, etc.). First, move the object slowly in a circle above the student's face so he can follow with his eyes without moving his head. Reverse the direction. Then move it to the side so he must move his head from side to side. The final stage of the game is to start the object out of the student's sight so he must tune into the sound of the object. (This can become an "anticipation play" game.)
3. Activities with mobiles, rattles, noisemakers, etc. that are listed in many activity books can be used to encourage visual inspection and tracking behaviors.

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. "Testing, Teasing" Provide a variety of objects for students to place in their mouths. Try to have an assortment of textures. Some suggestions are: metal spoon, rubber spatula, wooden spoon, plastic straw, carrot and a lollipop. (Include only items that are appropriate to mouth.) Watch expressions and provide feedback as to whether or not the student appears to enjoy or dislike the sensation.

LANGUAGE COORELATE

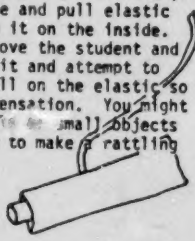
Use a high pitched and rhythmic voice when doing activities and talking to the student.

Label the objects and the actions used. Keep the language simple: make short statements/sentences using lots of repetition. For example, in the activity for intermediate age #1 (PLAY AS LEARNING) when you are giving the student items to mouth, say "Here is a SPOON. Open wide. MMMMM You have the SPOON. The SPOON is in your mouth. oh you spit the SPOON out. You don't like the SPOON. Here's a_____ (go on to the next item).

When playing games such as tug-a-pacifier or loving hands, associate sounds with action. Make struggle noises when trying to get the pacifier. When someone wins, say"OOOO". Use vowel sounds and simple consonants (m,p,b,k,g,) to accentuate activities.

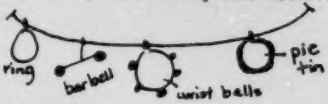
ACTIVITIES FOR INTERMEDIATE AGE (9-15) LANGUAGE CORRELATE

2. "The Last Stretch" Make a teasing stretch toy from a plastic bottle and a piece of elastic. Use a long, 16 oz. plastic shampoo bottle (or similiar). Punch a small hole and pull elastic through, knotting it on the inside. Dangle the toy above the student and have him look at it and attempt to reach for it. Pull on the elastic so he feel the "pull" sensation. You might want to place bells or small objects inside the bottle to make a rattling noise.



ACTIVITIES FOR ADULT AGE (16-26)

1. Students at this developmental level may have additional physical disabilities which result in the individual spending a great deal of time in a prone position. Create a variation of the "crib-gyms" for the student to practice swiping, grasping and visual inspection. The teacher should act as the "coach" or "gym teacher" and give verbal encouragement and praise during this activity.



2. "Harping on Harpo" The teacher needs to obtain the classic Harpo Marx costume (blonde wig, black hat, white trench coat) Take a bicycle horn and blast it out of the line of vision of the student. When he startles or turns toward the source of the sound, pop out and give him a silent "Harpo Hello". Accentuate your facial expressions and get within close proximity of the students face.

MOLE-HILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 0-6 months

ACTIVITIES FOR ADULT AGE (16-26) LANGUAGE CORRELATE

3. "Food Sucks" Have a different type of food to offer to the student to suck everyday. Examples are popsicles, Slow-Poke suckers, cotton candy, a large carrot or celery stick, lollipops.

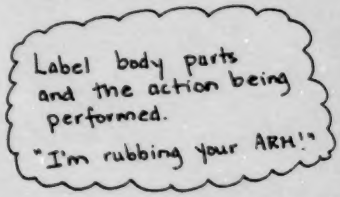
PLAY AS A PROCESS OF HUMAN DEVELOPMENT

During the first six months of development, discovery is centered on finding out about one's body. As previously noted, the mouth becomes a chief means of investigation. Hand and finger movement becomes more coordinated.

Not only is his own body fascinating, but a student at this developmental level will show an interest in the faces of his caregivers (parents, teachers, home care staff). John and Elizabeth Newson, in their book Toys and Playthings, suggest that the human face is the first toy in a developmental progression, with the adult's hand second. Therefore, play at this level will involve tactile and touch stimulation along with body play among the student and the teacher. Many activities found in adapted physical education books and curriculums will be useful in this aspect of play.

ACTIVITIES FOR PRIMARY AGE (0-8) LANGUAGE CORRELATE

1. This first activity can be used at any age. It describes a massage technique written by occupational therapists Diane Bicanich and Carole Manke based on ideas from Dr. Frederick LeBoyer in his book Loving Hands. It is an ideal activity to help get "in touch" with the student. You can turn the lights down and put some soft music on. Sit on the floor with the student lying on a mat or warm blanket. Remove the students clothes with the exception of underwear. Rub your hands with either some lotion, oil or powder and RELAX. You are now ready to begin the massage. Remember that each movement must be repeated numerous times, slowly and gently.



-Touch the chest with lotioned hands.

-Start moving your hands gently and slowly out to both sides. Come back to the middle of the chest and start again, as if

ACTIVITIES FOR PRIMARY AGE (0-8) LANGUAGE CORRELATE

smoothing the pages of a book open in front of you.

-With hands working one after the other, have your right hand move from student's left thigh upward across the chest to the opposite (right) shoulder. The moment this hand reaches the shoulder, your left hand begins its motion from the opposite side of the student"s abdomen down by the thigh, moving across the chest to the opposite shoulder. Then your right hand repeats the procedure on and on.

-Begin the arms. Hold up one of the student's arms by the wrist and starting down at the shoulder have your fingers form a bangle and "milk" up the limb to the wrist. Alternate hands, holding the wrist and milking upwards.

-Then use both hands together to move circularly and in opposite directions up the arm to the wrist. This looks like a wringing-squeezing type motion.

-At the hand, massage the student's finger, unfolding them again and again. Using your thumbs, massage the palm of the hand.

-Now, both hands, working one after the other, move downward from the base of the ribcage to the thighs, to massage the student's abdomen.

-Begin the legs. Proceed as you did with the arms, holding one of the legs at the ankle and milking upward toward it, alternating hands. Then use both hands together moving upwards in circles. At the foot, use both thumbs to massage the sole of the foot. Then use the palm of one of your hands to massage the sole.

-Remember to do both hands and feet, arms and legs.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 0-6 months

ACTIVITIES FOR PRIMARY AGE (0-8) LANGUAGE CORRELATE

The following activities were developed by Janet Graetz as a part of Project RELATE, (Wayne County Intermediate School District, Wayne, Michigan) an adapted physical education curriculum for the severely multiply impaired.

2. "Body Percussion" The purpose of this activity includes promoting the development of increased body awareness, movement and sense of rhythm. Start in a slow, gradual and secure, firm but gentle manner and follow the student's "lead" in modulating this activity. In a quiet, low-lighted room put on some soft music-perhaps a piece like a waltz in 3/4 time to start with. Then, holding or positioning the student in close contact with you, talk to him about the music and what you are going to do. Talk hum and/or sing along (you can make up the lyrics...especially ones that include the student's name, activities and body parts involved.) as you pat him in time with the music. Start out patting on his thighs or back over his clothes in such a way that the heel of your hands are in constant contact with him as you pat firmly, gently, evenly in the same spot, at the same time on both sides. As he relaxes with and shows some interest of this activity you may liven-up and vary the music, the patting, the body parts patted and you may pat directly on his skin. You may work into syncopated rhythms, alternating beats with you left and right hands and varying your methods of patting. (whole hand, one or two fingers) Eventually you may begin manipulating the student to pat himself and/or you, to clap hands, slap knees, tap feet, whatever may be appropriate. You can try patting in rhythm to other sounds like a metronome, ticking clock, or your voice as you rhythmically recite a rhyme or poem.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 0-6 months

ACTIVITIES FOR PRIMARY AGE (0-8)

3. Allow the student to explore and play in water to increase his awareness of his own body. Support the student so that feet may be placed in a pan of water. Place one foot in the pan and physically manipulate to kick (If necessary). Place the other foot in the pan and repeat. Alternate the temperature of the water from warm to cold.

LANGUAGE CORRELATE

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. The first issue of Molehills Out of Mountains, "Getting Ready to Learn" describes a type of play called "anticipation play". This play involves a simple plot, a building crescendo which leads to an expected outcome. One of the best examples is the game "This Little Piggy Went to Market". A variety of games can be invented based on the anticipation play formula. Remember to use movements that involve the face and hands.

   Again, the following activities are compliments of Janet Graetz:

2. "Raiders of the Lost Arm" Place the student on the floor. Take a large brown bag (paper) and place in over one arm. If the student can move arms slightly, the bag will make a rustling noise when he moves. Make a big deal out looking for and finding the arm. Before you actually "find" the arm, touch the bag all over so he feels it over his arm. After a few minutes, remove the bag and announce "Here is your ARM". This game can also be played as "Raiders of the Lost Leg", "Raiders of the lost Foot", etc.
3. Sing the song "Dem Bones". The purpose of the activity is to become aware of body parts. While you sing the song to the student (who should be sitting facing you) touch the parts that you mention.

Words to: Dem Bones!

Our head bones connected
to our neck bones,
Our neck bones connected
to our shoulder bones,
Our shoulder bones connected
to our back bones,
Our back bones connected
to our hip bones
Our hip bones connected
to our thigh bones,
Our thigh bones connected
to our shin bones,
Our shin bones connected
to our ankle bones,
Our ankle bones connected
to our feet bones,
Our feet bones connected
to our toe bones.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 0-6 months

ACTIVITIES FOR ADULT AGE (16-26) LANGUAGE CORRELATE

1. This activity created by Janet Graetz has as its purpose increasing body awareness and promoting relaxation. Keep the student seated in a chair. Stand or kneel so that you face the top of the student's head. Begin by massaging the forehead with the balls of your thumbs. Start with both thumbs in the middle of the forehead just below the hairline. Massage, pressing lightly, down to the eyebrows and across to temples. Conclude each strip with a "small circle" stroke at each temple. If oil is used place on fingers first--don't apply directly to the forehead. Only a little will be needed. For a young adult male, scent the mineral oil with a few drops of the men's cologne, and use perfume in the oil for a young woman. Not only will the experience be relaxing but also leave a pleasant scent.
2. Dancing is not a game, but it is included here because of the playfulness that can result when two people dance. It is also an appropriate activity to help you get "in touch" with your student. If the student is immobile, jiggle his arm up and down to music and in time with the rhythm. Repeat with other body parts.
3. We have mentioned earlier that the human face is often the young child's first toy. Activities that bring our faces closer together will help foster that first personal relationship for the student. One way of doing this is to face the student and sing to him. You will find the student is not as critical of your singing ability as your peers may be, and it is a great way to let the Diana Ross out in you.

MOLEHILLS OUT OF MOUNTAINS

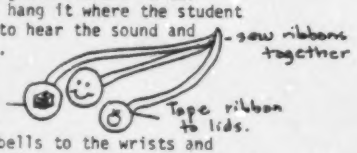
DEVELOPMENTAL LEVEL 0-6 months

PLAY AS AROUSAL- SEEKING

Students at this early stage of development seem particularly alert to forms of stimulation which are responsive in the sense that the student can attempt to bring them under his own control. In other words, the student is like the rest of us in wanting to know that when he does something to someone (even if it is just focusing on that person and slightly tilting his head), she will do something in return. (Newson and Newson, 1975). This initial response to a stimulus from the student creates the foundation for play and interaction as arousal-seeking. When the student gets a response to a stimulus he has initiated, he maintains interest and becomes "aroused". Students at the early developmental level do not have control over objects, so their initial "arousal-seeking" play will be with an adult before they will interact with toys.

ACTIVITIES FOR PRIMARY AGE (0-8) LANGUAGE CORRELATE

1. Marilyn Segal describes a hand-made toy in her book Play and Learn that will help the student associate hand batting with sight and sound. The toy is made from baby food lids and three strands of gross grain ribbon. After the toy is made, hang it where the student can swipe at it to hear the sound and see the movement.



2. Tie pompoms and bells to the wrists and ankles of the student. When he moves one of the limbs, the pompoms will move and the bells will sound. He will be able to see the movement and hear the sound as a result of his own action. The leader may have to initially physically manipulate the arm and leg to stimulate the movement.
3. Fill an infant or toddler wading pool full of warm water and place the student's feet in it. Encourage kicking and splashing. If the student is small enough, let him put his entire body in the pool.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 0-6 months

ACTIVITIES FOR INTERMEDIATE AGE(9-15) LANGUAGE CORRELATE

1. An old desk bell (or counter bells) can be useful in teaching a simple cause and effect behavior. Assist the student through slapping movements (slap thighs, slap table top). When he has the hang of that, put the bell on the table. Have the student hit the bell. When the sound is heard, respond with a surprised and excited facial expression. This can be repeated with a drum or a tambourine.
2. Play quiet, floating type music. Tie a crepe paper streamer to each wrist. Encourage the student to move his arms to the music. The sight of a trailing streamer is a reminder of where the limb has traveled and offers encouragement to move the arm again (Graetz).

ACTIVITIES FOR ADULT AGE (16-16)

1. Tape record any sounds that the student is able to make. Play the tape back to the student. Often, upon hearing the sounds, the student will be encouraged to repeat them.
2. "Splish, Splash, I Was Taking a Bath" Encourage splashing movements in water during hand or face washing in the sink, during bath time or while doing dishes in the kitchen sink.
3. "In this corner...presenting the heavyweight champion of the world..." You can introduce simulated boxing to your students with a punch bag that has been weighted on the bottom. When the student hits the punch bag, it will fall down and come back up. Act animated, like you are a ring announcer.

With the activities presented in all three content areas, it is imperative that you, as the teacher, present them in a "fun and animated" manner. As Brian Sutton-Smith states in his book How to Play With Your Children, it is during this part of early development that the adult in the student's life needs to "be a clown". So entertain and amuse!

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 0-6 months

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS

There is always a conflict that results when a student engages in a developmentally appropriate behavior which is NOT age-appropriate. One of the best examples of this is the older student who persists in using mouthing as his chief means of exploration. Elizabeth and John Newson offer some practical advice in their book Toys and Playthings.

"During the normal course of development, all babies explore playthings by taking them to their mouths. This period may be prolonged in children whose development is in general slow, or it may appear at a later stage in those children who may have had difficulty reaching their hands to their mouths at the usual stage. It is an important activity and can be encouraged at the appropriate time. The ordinary child usually ceases to mouth playthings at about the same time as he begins to build, stack and fit simple toys together...

With some children, however, mouthing seems to persist and becomes both irrelevant and a barrier to further progress. Mouthing and chewing can be a real nuisance if they are so removed from a developmental context that they limit the range of toys that can be given to a child. For example, children may be ready for some of the large,simple picture toys but the toy may quickly become spoilt. Sometimes, sucking the hands or fingers interferes with play and, because it is habitual and intensive, causes sores on the child's hands and face. (pgs. 210-211)"

If a student is engaging in mouthing (or similiar behaviors that appear out of a developmental context), one must first try to channel that behavior into appropriate activities. Some examples are given in the previous section. When a behavior becomes so ingrained that it impedes the student's development of additional means of relating to objects, a behavioral plan may be necessary to change the habit. Types of these behaviors can include mouthing, chewing objects, persistant throwing of objects and destruction and aggression with objects. Richard Foxx, Nathan Azrin, and Martin Kozloff have a wealth of printed information on intensive training sessions that result in positive behavioral change.

Most early play activities create the foundation for later leisure time skills. When planning activities for your students, consider what "normal" students are doing at the same age as your student. For example, with intermediate age and young adult students, you may want to begin to introduce video-game activities. Even at this early developmental level, visual inspection and auditory responses can be encouraged through onlooking behaviors in your students while you play the games. Paul Wehman has printed several articles on intensive training sessions for severely handicapped adults in a variety of leisure skills.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 7-12 months

GOAL: The student will initiate interaction with objects and/or adults.

OBJECTIVE(S):

1. The student will react to mirror image. (7 months, Cattell, Gesell)
2. The student will respond to her name with head turn, smile or eye contact. (7-9 mos., Illingsworth, Knoblock and Pasamanick)
3. The student will uncover an object/toy she has watched being hidden. (9-10 mos., Cattell)
4. The student will hold one toy/object and take another. (8 mos., Cattell)
5. The student will manipulate two objects during play. (8-10 mos, Gesell, Knoblock and Pasamanick)
6. The student will respond to simple, one-step commands. (9-12 mo.., Doll)

RELEVANCE TO GROWTH AND DEVELOPMENT:

The student functioning at this level has developed some basic behavior patterns for exploring objects and getting to know people. Eye-hand coordination is developing, and the student can reach for, grab and transfer an object in her hands. During this stage of development we can look forward to "curiosity play". From about six months onward, the student begins to make a most determined onslaught on her environment, and the curiosity play of this period is both a stimulus to, and evidence of, her understanding. (Newson and Newson, 1979) We will see a variety of actions develop during this period, and the student will begin to put two of these actions together as she demonstrates more complex motor patterns.

Because the student is developing several intellectual concepts during this period (object permanence, ways of relating to objects and causality), toys can be introduced. Toys will act as a catalyst to the "hide and seek" and "give and take" play the student will now engage in with an adult. The teacher will be pleasantly surprised to see the student lose some of her passivity and become more of a partner in play.

As the student develops an awareness of the permanence of objects and their relationship to each other, she will be learning skills that will help her in other areas of her development, such as feeding and self-care skills.

PLAY AS LEARNING

The most important contribution play makes to learning during this period concerns objects. By the end of twelve months, object permanence is well on its way to being established. The student is maintaining longer interest in toys and other objects, and she is beginning to learn that objects have a relationship to each other. Newson and Newson state: "It takes time to learn to think about two things at once. She will probably be well over six months old before she manages NOT to drop the first in attending to the second: realizing she might need both, she now goes on holding it firmly while reaching for the new one. Once she can hold two at the same time, try offering her a third. This presents her with a more complicated problem, but in time

DEVELOPMENTAL LEVEL 7-12 months

PLAY AS LEARNING

(though not until around twelve months developmentally) she will solve it. Before reaching for the third, she will find a place to put one of the first two, perhaps wedged in the top of her dungarees, or a crook of the elbow. Here is clear proof that she is learning to think ahead and to work out solutions to problems.

Once she can think of two things in relation to each other, she will be able to put tools to work, which is probably the most signifigant human ability apart from speech. Banging becomes a favortie occupation at this point. A spoon can be used to bang something else, such as a plate, and she finds that this produces a noise which is different from banging the spoon on her clothes or the tabletop. Once again, she is learning about the relationship between things. (pgs. 54-55)."

The issue of Molehills Out of Mountains titled "Getting Ready to Learn" has a section on object permanence and attending which list activities that correspond to this area and level of play.

ACTIVITIES FOR PRIMARY AGE (0-8) LANGUAGE CORRELATE

1. Make up a toy chest and place about six to eight of the following toys in it: Fisher Price Chime Ball (or similiar wobbly ball), pop apart beads, cowbell, rattle, squeak toy, pull toy (Bob-a-Long Bear), drum, cloth blocks, jumbo legos (DUPLO), set of keys, rag doll or stuffed animal. Use a draw string pillow case or cardboard box with an attached lid for the toy box. Have the student reach in and pull out a toy. She can show you how to use it. (physically assist her if necessary) Then offer her a second toy. After she can handle this, offer a third. This is a good activity to do with two students to introduce the idea of parallel play.
2. Get an assortment of squeak toys and a scarf. (have a cloth and chiffon scarf). Hide a squeak toy under the scarf and press on it to attract the student's attention. Have her find the hidden toy. Make a big deal out of her ability to find this hidden object. Use the chiffon scarf first if the student has difficulty finding the toy under the cloth one.
3. Do any of the activities listed under the object permanence and attending sections in Getting Ready to Learn!.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 7-12 months

ACTIVITIES FOR INTERMEDIATE AGE (9-15) LANGUAGE CORRELATE

1. "One Man Band" Provide the student with musical instruments to bang. Use a tambourine, drum and stick, xylophone and hammer. Introduce the tambourine first, so the student learns to hit and bang with her hand. Once she has mastered this general idea, use the drum or the xylophone which requires that she use two objects to produce the banging noise. Other instruments that can be used are sand blocks and rythm sticks.
2. "Find the Hidden Object". Hide a desired object (piece of candy or favorite toy) in your clothing while the student is watching. Put it in your pocket or up your sleeve... any easily accessible place. Give the command "find the hidden object...and it's onnnnn...CHRIS!" For those Saturday Night Live fans, this is a mild form of the old Uncle Roy skit.
3. Do any of the activities from the Molehills Out of Mountains "Getting Ready to Learn" issue under object permanence and attending at this level.

ACTIVITIES FOR ADULT AGE (16-26)

1. Do Activity #1 of the Intermediate Age. This activity can be done while the student is listening to the radio or to the stereo.
2. The "Bag Lady" Activity described in the "Getting Ready to Learn" issue is a good one to do. Have a teacher dress up as a bag lady and carry two shopping bags filled with various objects. The bag lady will visit the students and offer an object out of one of her bags. While the student is examining this object, she will offer her a second. Once this is mastered, the bag lady can offer a third.
3. Again, any of the activities for the adult age described in "Getting Ready to Learn" under object permanence and attending can be conducted for this play level.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 7-12 months

PLAY AS A PROCESS OF HUMAN DEVELOPMENT

The student maintains an interest in discovering her own body and the many actions it is now able to perform. You will notice that she will begin to respond to her mirror image. She will also begin to imitate some of the actions she observes the adults in her life doing.

There is a dramatic change in the type of "game-playing" during this stage. In many of the games described in the first six months the fun for the students is that they are the audience anticipating the adults' making things happen. Now the coin is turned, and we have some dramatic displays by them, although we might say that these are generally all climax, with little opportunity yet for plotted anticipation. Making a loud banging noise with a spoon is the whole drama. At this stage, six to twelve months the student's exulatation at making a big noise is the performance itself. (Sutton-Smith, 1974)

As the student begins to respond to simple, one-step commands, there will develop a kind of "give and take" play among the student and the teacher. This social play will be limited to familiar situations such as feeding, dressing or grooming. An example of this type of play would be to request that the student "comb my hair" while she is combing hers. This type of play enables the teacher and the student to develop a kind of "sharing" relationship.

It is during this period that the student will begin to respond to her name being called, and game play can center around this skill.

ACTIVITIES FOR PRIMARY AGE (0-8)

1. Make a variety of masks out of paper plates for a "peek-a-boo" or "hide and seek" game. Hide your face and surprise the student, then have her reciprocate. This game can also be played in front of a mirror.
2. "Funny Face" This is a game that is played in front of a mirror. When the student is looking in the mirror, make a funny face, then look back at the student and make the same face. Encourage her to respond to her image in the mirror, and reinforce her making a funny face or patting the mirror when she notices the face.
3. "Bury the Student" In the game of bury the student you throw a light blanket or sheet over her head, then pull it off. As with other games the introduction must be accompanied by smiles so the student is relaxed and reassured. At first the student is little startled but then is pleased to see your face. She then anticipates the blanket, pulls

LANGUAGE CORRELATE

PAPER PLATE MASK (cut out eyes)

ACTIVITIES FOR PRIMARY AGE (0-8) LANGUAGE CORRELATE

it off by herself and the game has begun in earnest. You cover her, she covers herself, you cover, she uncovers. (Sutton-Smith, pg.48)

4. "Give and Take" This is one of the first social games that the student will play. It is rather simple. You give something to her, and then you take it away. It can be any kind of object or toy. After a few repetitions, she will grab it back. Then later she gives it to you and takes it back. In a short time you are both grabbing it from each other. This is the beginning of the great "market" game. Sutton-Smith states that although this sounds very simple, a great deal of social growth has been necessary to make it happen. The student can now interpret many of your expressions and you can interpret theirs. This insight into how each other is feeling is an important part of social games like this. Like all other games, however, it is "staged" by the adult. Your mock surprise and annoyance when they take the object away are the important elements that account for the student's amusement.

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. "Hear-a-Boo" This is the same as a peek-a-boo game, but now you are making a noise with a bell (or other kind of noisemaker) and she is looking for it as you slide your hand behind her, under the chair, etc. You do not hide your hand so much as to put it out of her line of vision; then he has to switch her head somewhere else to be able to see it. (Sutton-Smith, pg.48)
2. "The Name Game" Use the records "My Name" by Lou Stallman and "What Is your Name?" by Hap Palmer. When the record indicates a name is to be inserted, yell the student's name and reinforce any response that you get to the name being called.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 7-12 months

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

3. Have an exercise time where the student must imitate the motor movements you do. You might want to do this to an instrumental selection like many of the aerobic exercises. Include simple actions that you know the student is able to do, like waving hands and arms, kicking feet, clapping hands, shaking head, etc. Keep the routine the same everytime you do it. You can also do this in front of a full length mirror and name the body parts as you move them.
4. "Give and Take" (see ADULT AGE)

ACTIVITIES FOR ADULT AGE (16-26)

1. "The Name Game" This is an old '60's song that played rhythmic games with names. The words to the song can be found under language correlate. You can play this game with anyone except for Chuck, Mitch and Art.
2. "Mirror, Mirror On the Wall". Have a full length mirror available for the student. You can use this while doing any dressing or grooming activity. Name the student, items of clothing and body parts. Make it a game where the student must touch the part/item you name while looking in the mirror.
3. "Friend on the Floor" This is a record by Hap Palmer that teaches body awareness. This can be done with the student and an adult. The student lies on the floor and the adult gently massages the body parts that are named on the record. The teacher can also structure this so that two students can sit across from each other in chairs and touch each other's body part when it is named.
4. The give and take game described in the primary age activity can be done with adults as well. It can be played while the student is eating (during snack time, or with a drink of water), during self-

LANGUAGE CORRELATE

The Name Game: (substitute names, drop the first letter of the name and use the one that is underlined)

"Shirley, Shirley Bo Birley
Banana Fanna Fo Firley
Fe Fi Mo Mirley....Shir- ley"

ACTIVITIES FOR ADULT AGE (16-26) LANGUAGE CORRELATE

care (brushing hair, washing face) and cooking (sharing utensils). You might want to structure it a little bit more. For example, during grooming, you would say: "Brush your hair" (assist the student to brush her hair if necessary) "Give me the brush so I can brush my hair" (you brush yours) Hand the brush back to the student: "Now you brush your hair, and repeat the activity several times.

PLAY AS AROUSAL-SEEKING

The increasing ability of the student to use a variety of actions on objects readies her for the use of toys. The actions she can carry out are almost endless. She will exhibit forces of banging, inserting (poking) small objects into spaces, turning knobs, pushing and pulling movable objects, getting INTO things (cupboards), opening doors and then shutting doors, pulling things in and out, squeezing and dropping objects from heights. (Sutton-Smith, 1974)

By nine to twelve months, the student will be able to put two actions together to create more complex motor patterns. (Dunst 1981) Also, she will use "letting go" behaviors such as dropping and throwing. All these behaviors will enable her to play with toys and objects. She will become increasingly less dependent on others to provide stimulating events to entertain her.

ACTIVITIES FOR PRIMARY AGE (0-8) LANGUAGE CORRELATE

1. Some items to use to strengthen complex motor patterns include: pop-beads, DUPLO Legos (pulling apart and putting together), newspaper for pulling apart, tops on shoeboxes that have been filled with interesting items (putting together) friction car, pull toy (sliding), sand table and toy car(pushing). Any toys that can be banged together (cymbals, drum, toy hammer, etc.) will foster combining skills. Commercial toys such as the Busy Box and Water Works will use complex motor patterns.

DEVELOPMENTAL LEVEL 7-12 months

ACTIVITIES FOR PRIMARY AGE (0-8) LANGUAGE CORRELATE

2. "Balloon Games" Balloons can be used to develop initial letting go actions. Throw them to the student to catch. You will find that in attempting to secure the balloon, the student will squeeze them and thus "let go" as it squirts out of her hand. Another idea is to attach the balloons to a string and hang them from the ceiling or any other overhead fixture. Attempts to get them by the student by pulling on them causes them to spring out of the student's hand, resulting in a "letting go" behavior. (Dunst, 1981)

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. "Take Me Out to the Ball Game" The use of a ball will use the student's new skill of "letting go". Types of games that can be played will include the standard roll the ball back and forth, throwing a beach ball into a toddler size plastic pool filled with water, throwing a ball at a large target (such as a punch bag with a weighted bottom) and knocking down a tower with a ball.
2. Items similiar to those described in Activity #1 of the Primary Age section can be collected and used to strengthen the complex motor patterns listed in that activity and in the introduction. Use both toys and household objects.

ACTIVITIES FOR ADULT AGE (16-26)

1. Items used to facilitate the same actions described in the Primary Age Activity #1 include: tissues out of a box, aluminum foil, plastic wrap (pulling apart), lids on pots and tops on boxes (putting together) paper cups, old newspapers, etc (crumbling) large pegs into clay(pushing). A dial telephone is another item to use for this

ACTIVITIES FOR ADULT AGE (16-26) LANGUAGE CORRELATE

skill of complex motor actions. A Slink toy is one item to use for pulling and pushing.

2. "Ball Game" Introduce this basic game to your students to work on the skills of name recognition and "letting go". Dress up in a baseball uniform and come into the class stating that you are forming a baseball team. Call all the student's names to form a team roster. Use a large beach ball for this activity. After the students names have been called, have them seated in chairs in a circle. You stand in the middle and call someones name and throw the ball to them. Encourage them to give it back to you. Repeat several times with all of the students in the group. Act animated and use alot of baseball jargon. If you have forgotten your baseball jargon, tune into Ernie Harwell and the Detroit Tigers for that first opening game in April for a refresher course.

OF SPECIAL INTEREST TO GROUP HOMES AND FAMILY ENVIRONMENTS:

Developmentally Disabled Adults and Toys

Throughout the Molehills Out of Mountains Series we have stressed age-appropriateness with activities and materials used to teach skills. In teaching play skills, one may encounter the dilemma of a twenty-two year old with a favorite toy truck or a nineteen year old who gets hyper over the thought of giving up his "Cookie Monster" doll. And why should he? Although materials can (and should) be slected to be appropriate to chronological age, we must also recognize the developmental age of the student. If the student functions at the eighteen month level, toys are attractive vehicles for learning. Even some students who function at a five to six year old developmental level still cling to a favorite toy or collect cars and trucks. While we are NOT advocating that the adult student take his toy truck and play in the neighborhood sandbox, in the context of his own room environment toys may have an important part in his life. Allow this while providing other opportunities for growth. When the student is ready, he will give up his toys. You can refer to the gift list in the Appendix for suggestions for selecting toys and gifts for chronological ages at different developmental stages.

THIRTEEN TO TWENTY-FOUR MONTHS: TIME TO IMITATE AND EXPERIMENT

This is an exciting time in the development of play behavior. From thirteen to eighteen months, play behavior consists of experimentation. The student uses fine motor, imitation, object permanence and attending skills learned during the first year of development to experiment with his body, objects and people in the environment. The student will select an activity such as throwing and "practice" it with a variety of objects (not necessarily appropriate). It is a time that a student may become interested in repeating motor acts or gestures for self-entertainment. The beginning of cooperative play can be seen, typically with the adult caregiver rather than other students. Games of chase, peek-a-boo, finding hidden objects and finger plays are all enjoyed at this level.

At the nineteen through twenty-four month level, socialization games with adults continue to develop. The most significant play skill that emerges at this level will lead to symbolic play. The student will imitate the adults' use of an object to represent something else, for example, a stick may represent a toy gun. Also, the student will imitate using his body to represent something other than himself (walking like an elephant, using his finger and thumb to make a gun, flying like an airplane). He will also use objects such as puppets or dolls to represent things in his life (feeding the doll, putting stuffed toys to bed) that he has seen adults perform. Although symbolic play begins to emerge at the later stage of this developmental period, this type of play continues to develop and become more complex during the two to four year old developmental level.

The goals and objectives in this section will reflect a dual emphasis: social play, which will be games with adults and non-social play, concentrating on the student's non-symbolic play with objects. The goals will be labeled social play or non-social play to facilitate awareness of this dual nature of play.

Onward....to EXPERIMENTATION and IMITATION....

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 13-18 months

GOAL: 1.) The student will participate in at least three simple games with an adult (social play).
2.) The student will expand the variety of actions he performs on objects (non-social play).

OBJECTIVES:
1.) The student will participate in one social game with an adult involving object permanence (hide and seek).
2.) The student will stack three different objects.
3.) The student will fill and empty three different containers.
4.) The student will participate in one social game with an adult involving imitation with body parts.
5.) The student will throw/drop three different objects of varying weight.
6.) The student will participate in one social game with an adult involving ball play.

NOTE: You can generate more objectives by varying the action performed on an object or the type of social game. The objectives will be very individualized to the student's own likes, as what may be fun and pleasurable for one student may be punishment for another.

RELEVANCE TO GROWTH AND DEVELOPMENT:

The student will use motor and sensory abilities to experiment upon objects. In this way, he learns appropriate use of objects, socially acceptable behaviors and it lays the groundwork for later symbolic play. This stage of experimentation also brings the beginnings of cooperative play with an adult. The student uses newly acquired skills of object permanence and imitation to enjoy such games as peek-a-boo, finding objects and chasing (or being chased). Communication skills are strengthened through this type of play.

ACTIVITIES FOR PRIMARY AGE (0-8)	LANGUAGE CORRELATE
1. Create a play corner as described in "Of Special Interest to Group Home and Family Environments". Using a variety of objects, help the student perform and refine the following actions: hammering, pounding, turning looking, twisting, emptying, filling, stacking, knocking down, bouncing, rolling, twisting, picking up and dropping.	Emphasize three areas: (1) non-verbal communication such as giving, showing, requesting (2) Understanding the names of people and objects (3) Being able to name a few favored objects or actions using a sign or a word.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 13-18 months

ACTIVITIES FOR PRIMARY AGE (0-8)

2. Play "peek-a-boo". Begin by hiding behind your hands. Gradually vary what you hide behind: towel, door, table, chair, etc. Physically assist the student, if needed, to hide himself and spring out!
3. Pour sand and/or water into large containers and dump out. Gradually decrease the size of the containers. Use small plastic milk bottles, jar lids and plastic shampoo bottles. Fill with styrofoam beads, sand, etc. Containers with small openings will require dumping to get at. All of these activities stress emptying and filling actions.
4. Attach a string to a small toy or paper tube. Assist the student in throwing the object, then pulling the string to retrive the toy.
5. Play "go for it!" Have the students in a line behind you. Throw a ball and shout "Go for it!" The student is helped to run, get th ball and bring it back. He can then throw it for the next student. This strengthens retrival skills.
6. Place a funnel on top of a bottle. Have a student place beads into the funnel and watch them go into the container. This can also be done with sand and colored water.

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. "Where's Teacher?" Have another staff work with the student, trying to "find the missing teacher". You are standing somewhere in full view. Have the staff person really "ham it up" looking for you...behind you, next to you until finally exclaiming "Here she is!" (Don't plan on being missing for more than a few minutes or it will be docked from your paycheck) This can also be done with other students as the subject.

LANGUAGE CORRELATE

When the student enjoys an activity, teach him to give you an object to suggest the activity. If he enjoys catch, prompt him to place the ball in your lap to indicate he wants to play. Work toward teaching the sign and/or word for ball.

When the student is in the play corner as suggested in activity #1, encourage him to"show" you a toy car (or similiar object). Work toward learning the word and/or sign for the object.

After working on filling and dumping buckets with sand for several weeks, hand the student the empty containers- try to prompt him to ask for sand or water by pointing, leading you to it, etc. Again, work toward learning the word/sign.

MOLEHILLS OUT OF MOUNTAINS

DEVLOPMENTAL LEVEL 13-18 months

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

2. The game of CHASE is always fun. Be aware that the student learns to chase you first- then they learn to run away while you chase them. Teach the idea of "chasing" by having the student run with you while you "chase" another student or staff. This game can be done outside, in the gym, and adapts well to wheelchair students.
3. "Which Hand?" Hide a bright bit of foil or food item in one hand. Present both hands for the student to guess where the toy or food is. Hide the item in the student's hand and have other student's guess (point to or touch) which hand. The student can keep or eat the item as a reward.
4. Stacking blocks can be boring. Have the students stack pillows, their coats, shoes, boxes, coffee cans, etc. Make up a story about building a school or tower and use different materials to build it up and knock it down. Many students can relate to a story of a group home being built up and knocked down.
5. Play catch...roll different kinds of balls between you and the student. Try nerf balls, ping pong balls, beach balls, paper tubes, etc.

ACTIVITIES FOR ADULT AGE (16-26)

1. Provide student with clay for pounding, rolling, twisting.
2. Play catch-use a large ball for throwing to the student to facilitate him catching the ball. Work toward the student throwing the ball back at you.
3. "Target Practice" Tape a large red (or brightly colored) circle on the wall. Encourage the student to hit the target by throwing a ball at it. Gradually reduce the size of the ball and target area.

LANGUAGE CORRELATE

When playing CHASE or "Which Hand?" or "Go for it!", instruct the student to give the item to another student. This enhances comprehension of the names of the student's peers.

As the student is stacking items, initially hand them the items one by one to stack. Do this as a routine for several weeks. Then one day, do Not automatically hand the item to the student. Prompt him to "ask" for the item by pointing to it. Work toward teaching the sign or word for the item being stacked.

SPECIAL NOTE: Wheelchair or physically handicapped students can be encouraged to look at an object, then at the teacher to request activation of toy or playing a game.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 13-18 months

ACTIVITIES FOR ADULT AGE (16-26) LANGUAGE CORRELATE

4. Have the student stack chairs, laundry baskets, albums, pillows, boxes, canned goods, etc.
5. Have the student fill and empty various household containers: buckets, pitchers, cups, measuring cups, measuring spoons, etc.

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:

How To Stock the Play Corner

The following list of materials can serve as a guide to stocking a play area for students functioning between the birth through two year age of development. Use your own creativity in providing materials that:
(1) provide opportunities for seeing, hearing and feeling
(2) provide opportunities for reaching, grasping, pulling and pushing

bells
radio
record player
voice toys
music boxes
rubber beads
plastic teething rings
touch/texture toys
furry stuffed animals
rocking chair
stacking rings
blocks
pegs
balloons
simple puzzles
form boards
nesting cups
pull string toys
variety of balls
sand
cans, cups, pails and other container
paper tubes
terry towel
shag rug
glossy plastic pieces
water tub
books
drum
clay
newspaper
paper bags
pillows
bean bags
common household objects: comb, brush, spoon, cup and others
doll

SAMPLE ACTIVITIES:
1. Roll different balls over different surfaces (the student learns about surface resistance).
2. Stack not only blocks, but combs, cars, etc. and then knock them down.
3. Place objects on towel, then pull the towel to obtain the object.
4. Drop different objects into empty containers or into containers filled with water or sand.
5. Fill a balloon half full of water, squeeze it, roll it , throw it-
6. Fill and dump containers with various objects.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 19-24 months

GOAL(S):

1. The student will demonstrate a *novel use of a familiar object. (*novel means an action that is not the typical function of that object, ie. using a kleenex as a blanket to cover a doll.)
2. The student will participate in a simple game with an adult.

OBJECTIVE(S):

1. The student willuse a substitute object for another object in the absence of a functionally appropriate object.
2. The student will act out the use of an object in the absence of that object.
3. The student will engage in an action using an object when shown a picture of the action.
4. The student will participate in one simple game with an adult.

RELEVANCE TO GROWTH AND DEVELOPMENT:

The student's cognitive abilities expand to include the beginnings of imagination. They will remember the imitative play demonstrated to them by adults, and they will begin to utilize objects as "symbols" for something else. This is the first step to "pretending", as they imitate the adults in their lives. Language understanding and expression grows, and the student begins to combine words into short phrases. Although games continue to be played with adults, students begin to engage in parallel play. In this type of play, students participate in the same activity side-by-side, although still unaware of the other student. Symbolic play will begin to emerge during the later period of this stage and it is the beginning of abstract thought. This will prepare the student for understanding concepts that are not concrete.

Be aware of play motor actions (filling, dumping, stacking, etc.) that are described in the previous section. Although not addressed here, the student will continue to use these activities and in fact refine their use in play.

ACTIVITIES FOR PRIMARY AGE (0-8)

1. Stock the play corner with toys that have levers, buttons or wind-up mechanisms. Students should be encouraged to explore new toys to activate them with little prompting from adults.

LANGUAGE CORRELATE

Important developments during this period are:
-learning to understand spatial locations (in, on, under)
-learning to identify body parts
-following one and two step directions

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 19-24 months

ACTIVITIES FOR PRIMARY AGE (0-8)

2. Begin to teach use of a substitute object using a doll or stuffed toy and a cup. Have the student "give the baby a drink". Each day, change the type of cup used. Finally, substitute a can, nesting cup, and other objects to give the baby a drink". Use other substitutions for blanket, bed and other activities with the doll or stuffed animal.
3. There are many musical games and finger plays to be used to get the student to "act out use of an object in it's absence". Old favorites such as "This is the way we (fill in the action)" can be used to encourage students to "act out" washing clothes, brushing teeth, etc. Here is a sample of the use of hand play for helping develop symbolic play:

   Dig a little hole (dig with hands)
   Plant a little seed (pat the dirt)
   Pour a little water (pour from can)
   Pull a little weed (pulling action)
   Chase a little bug (chase with hands)
   Heigh-ho, there he goes (wave "bye")
   Give a little sunshine (arms above head)
   Grow a little rose (sniff flower)

   (Dunst, Carl J. Infant Learning pg. 150)

   If the students have not advanced to imitating without the objects, use props: sand from the sand table, watering can, fake or real flowers, etc. When done with props, this could be used as a "class performance to be performed to another class or parents. Fingerplays specific to holidays could also be used. Use your imagination!
4. "Pretend to Be!" This activity can be used in conjunction with units and/or field trips to the zoo, fire station, farm, etc. Have the students "pretend to be"

LANGUAGE CORRELATE

Important developments, con't.
-further development of sign/word/gestures. Student may combine words (kick ball, teacher car) at the end of this stage

Methods to enhance the learning of these concepts are:

-In any "Pretending to Be" game, begin by placing pictures of animals, community helpers (whatever the students are going to pretend to be) on a board. Ask the students to identify (by pointing) the pictures. Then ask the students to name the pictures by using a word, sign, or their own picture board or Bliss board.

ACTIVITIES FOR PRIMARY AGE (0-8)	LANGUAGE CORRELATE
animals, firemen, or work the fire hose. Use pictures of the animals or community helpers in action to suggest actions to "pretend to be". You also may have to demonstrate actions for the students to imitate.	
5. Offer lots of cars, trucks, toy buses for play. Use sand, cardboard ramps, pieces of carpet to vary the surface on which the transportation vehicles are rolled.	
ACTIVITIES FOR INTERMEDIATE AGE (9-15)	
1. Show pictures of activities of daily living (a person brushing teeth, getting dressed, etc.). During a group time, have real objects (toothbrush, oversized shirt, etc.) to use as props. Each student takes a turn acting out what is going on in the picture.	When beginning the activity requiring students to act out what they see in pictures using real objects, place the objects "on" or "-n" other objects. Play "Who Can Find It?" Ask the student, "Where is the toothbrush?" Student should point to the object location while you label "It's on the table." Work toward using the sign with "on the table".
2. CHASE: At this level, the students can chase you! This activity can be adapted for wheelchair students, they can push themselves or be pushed by a helper. If an "extra" wheelchair is available, the teacher could use it, making the chase more enjoyable. Begin by initially "chasing" the students for several sessions. Then, abruptly stop chasing them and "hide" (in partial sight) to see if they can find you. Work toward the students chasing you. VARIATION: Make a brightly colored vest (use a paper bag with arms and head cut out and let the students paint or use markers to decorate) to signify the person who is "IT". Whoever catches the student wears the vest and is it.	When starting the game of CHASE, ask one student to find another saying "Where's (person's name)? Student should point to the person named. Work toward using spoken word/name sign.
3 During water play, encourage students to use a variety of objects as "boats". Begin with toy boats, then gradually introduce other boat objects. Encourage experimentation by using pieces of plastic, bits of paper, wine corks, etc. so the students can observe what happens to different items in the water.	

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 19-24 months

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

4. In a gym or during any kind of gross motor activity, encourage students to demonstrate (show) how to throw a ball, jump over a box, etc. without using real objects. Or, begin with using real objects, then fade these proprs until the student can act out the movement without the use of the object.
5. At the races: Have students identify (by naming or pointing) a toy truck, car train. Give three students one of each of the vehicles. Stage a race! The students will move while holding their cars rather than using the cars or other vehicles to race.

LANGUAGE CORRELATE

During gross motor activities (like the one described) help the student learn their body parts (arm, hand, leg, foot) by stressing one or two actions that can be performed using the part named. Students can be instructed to point to their arm, then asked how they can use it (raise it, bend it). At first, lots of teacher prompts will be needed! A foot can be used to kick a ball or to walk. Use signs to stress action words.

ACTIVITIES FOR ADULT AGE (16-26)

1. Do an activity where the adults imitate pictures of other adults doing household chores. Be sure that the student can use such items as a mop, broom, sponge, and bucket appropriately. Show pictures of these activities and have the students imitate the activities with the corresponding actions.
2. Have the students imitate pictured "dance" moves". Easy ones include "swinging" arms for the monkey or "swimming" strokes for the swim. Play music during this activity and encourage the students to keep to the beat. If you can't find pictures of dancing (and you probably can't), take pictures of staff persons dancing, using the motions you want the students to imitate.
3. Students at this level enjoy playing with cars, trucks and exploring new objects that wind-up or have levers to activate them. Provide wind-up alarm clocks, or music boxes. Teach them to operate the on/off switch on small radios. If you provide items that are OKAY to explore and activate, you may avoid getting the vaccuum cleaner taken apart!

-Have the students identify mop, broom, sponge by pointing to it or naming it with a word or a sign.

-Describe activities performed with the mop, broom, etc. stressing prepositions. For example, "John, put the broom on the floor". "Put the mop in the bucket". "Put the broom in the closet". Stress learning to follow prepositional commands.

-Have the students identify body parts (arms, legs, hands, feet) during dance activities. Associate motions with certain body parts.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 19-24 months

ACTIVITIES FOR ADULT AGE (16-26)

4. "What Should I Use?" Place objects such as a cup, blanket, shirt, bandage, etc. on the table. Say to the students "I cut my finger- what should I use?" or "I'm thirsty. Here's some water (in a pitcher). What should I use?" Student should point to the appropriate item, then demonstrate its use. Gradually replace the objects with similiar but different items. (strips of clean cloth for a bandage Ask the same questions. See if students are able to choose a substitute item in the absence of the more appropriate item.
5. Games of CHASE and gross motor activities described in the intermediate age section (activity #4) are appropriate with this age range also.

LANGUAGE CORRELATE

-Teach students to identify their playthings by saying/signing "my____ ". Object names include car, truck, radio, music box and any other personal belongings.

TWENTY-FIVE TO THIRTY-SIX MONTHS: "JUST PRETENDING"

Piaget (1951) has classified play into three categories that correspond to different stages of cognitive development: (a) practice play, which dominates the sensorimotor stage (birth to two); (b) symbolic play, which comes into prominence during the pre-operational stage (two through seven) and (c) games with rules, which becomes prevalent during the concrete operations stage (seven through eleven) (Christie, 1982). During the first two years of development, or the sensorimotor stage, the student learned the functional use of toys and objects. He practiced new acquired behaviors through experimentation and imitation. He learned how things worked and what he was able to master through his own forces in his environment.

Starting with the developmental level of twenty-five to thirty-six months, we now enter the pre-operational stage of cognitive development. The student's experimentation of the previous periods makes way for exploration. The major play milestone of the next few years will be symbolic play...the ability to pretend. The focus of this section will be how the adult can begin to help the developmentally disabled student acquire the ability to pretend...to seperate reality from imagination.

Most initial pretend play will involve the theme of food: first, eating the food, then preparing the food and finally obtaining food (a trip to the grocery store, gardening/farming, or going to a restarant). During this period, ffield trips and excursions into the community are vitally important. They will increase the students knowledge of people and environments and eventually add to his ability to recreate in his "pretend" play.

Games are still developing during this period, but they must occur during adult supervision. The student will want to share and interact with his peers, but he still possesses a great deal of egocentricity. He is unable to share toys and possessions willingly. His favorite expression is apt to be "NO...mine" and his favorite gesture a clever sock or bite to whoever disagrees.

Here's another point of interest during this period. Students will become quite interested in their body's ability to move through space. This will become a major means of exploration during the coming year. An Adaptive Physical Education Program will be very successful started at this developmental level, along with creative movement and simple dance.

Now...let's learn to "pretend"...

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 25-36 months

GOAL(S):

1. The student will demonstrate the ability to participate in pretend" activities.
2. The student will participate in a simple game with a peer under adult supervision.

OBJECTIVE(S):

1. The student will engage in a variety of kinds of object use when presented with several minature objects. (25-30 months, Lowe)
2. The student will complete an activity involving fitting (ie. formboard, simple puzzles, shape sorter, etc.) (25-36, LAP)
3. The student will engage in cooperative play. (30-36 months, LAP, Sherman)
4. The student will enact domestic make-believe situations. (30-36 months, LAP)
5. The student will engage in a simple group game structured by an adult (ie. Ring Around the Rosey). (30-36 months, Sherman)

RELEVANCE TO GROWTH AND DEVELOPMENT:

Brian Sutton-Smith (1974) states that the major milestone of this developmental stage of play is the concept of "pretense" or pretend play. Prior to this twenty-five to thirty -six month developmental level, we may have observed students playing "make-believe" with dolls, but they are only IMITATING what adults do. They do not yet understand the idea of "pretend". During this developmental level, the student will begin to become an actor in her play, and when asked what she is doing, she will be able to indicate by a special word or sign that she is "only pretending". She is beginning to seperate her reality from imagination.

Why do (and should) students engage in this imaginative or "pretend" play? Research shows that is is often the students' way of making sense out of her world. As she plays and replays events, she comes to understand them better (Adcock and Segal, 1979)

The student's beginning ability to "pretend" extends over to her use of objects. During the first two years of development, object play was limited to learning the functional use of toys and objects. For example, at an earlier stage, the student learns an action (throwing) and applies it indiscriminately to all objects. Now, the student will take an object and apply a variety of actions to it. By doing this, the object takes on additional "pretend" functions. A block brought to the mouth becomes a cup or food; rolled, it is a ball; pointed, it is a gun; banged, it is a hammer. The student will carry this theme of "exploration" with all of her object play. Through her exploration play, she will learn critical conceptual skills of logic, organization, matching and the beginning of abstract thought (Adcock and Segal, 1979).

The activities that follow are not so much single events but strategies for fostering this type of symbolic and pretend play.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 25-36 months

ACTIVITIES FOR PRIMARY AGE (0-8)

1. Visual exploration: When riding to a specific place, the student can be encouraged to find a certain item. For example, find all the gas stations or Burger Kings This activity will stress the student's ability to match.
2. Filling and emptying: Water and sand play an interesting part in this activity. Fill a laundry tub with sand or water. Provide a variety of containers to fill and empty. Other substances to try are: rice, snow (add a few drops of food coloring for the student to mix), mud, grass clippings, confetti, shredded newspaper, etc.
3. Mechanical Toys/Objects: Objects to include in the play area should include: three piece puzzles and formboards, hole-punches, straws, pipecleaners, hand puppets, clay, tricylces, bean bags, swings, slides, painting and drawing materials, play dough, blocks that interlock, egg beaters, bubble pipes, soap suds, water, finger and poster paints, tunnels, packing cases, cardboard boxes inside cardboard boxes, wheelbarrows, pull and push cars or wagons, beads, pebbles, shoelaces, marbles, buttons and toy scissors. (Sutton-Smith, 1974)
4. The Use of Prop Boxes: The most common form of beginning pretend play involves the student in the role of an actor. Prop boxes can be used to help the student assume a role and also learn additional functional and symbolic use of objects in play. Although listed under primary age, prop boxes can be used at any age level. Suggestions are:

Medical profession: lab coat, nurse's hat, tape, cotton balls, toy doctor kit, stethescope, scale, empty pill bottles, etc.

Newsperson/Reporter: Mr. Mike or stethescope for interviewing, newspaper, clipboard, press hat or button, local channel logos, paper, pencil

LANGUAGE CORRELATE

An important aspect of pretend play is the emergence of "rich" language which often describes what is happening during the play. Severely impaired students will need support of an adult providing them with words, signs or picture boards during play periods. Describe to the student what she appears to be doing or how she is using an object. Ask her questions that require a yes/no answer to check for your accuracy of her play. For example: "Are you the doctor?" "Is the doll sick?" Are you giving her medicine?"

Make a bulletin board of the objects and actions that correspond with the prop box. Have pictures of the signs of the words for the prop box objects.

ACTIVITIES FOR PRIMARY AGE (0-8) LANGUAGE CORRELATE

4. Prop Boxes, con't.

Entertainer: wig, flashy clothes, a microphone, records to sing along with and/or dance to, old movie magazines, paper and pencil for autographs

Police Officer: keys to jail, handcuffs, hat, badge, shirt, license, whistle, tickets, traffic signs, gun

Waitress/Waiter: hat, white uniform, menus placemat, napkins, dishes, utensils, order pad, tray, plastic food

Service Station Attendant: oilcan, cap, flashlight, funnel, rubber hose lengths, gas can, rope (short lengths), credit cards, sponge and bucket, set of tools

Baker: Hat, apron, rolling pin, wooden spoons plastic bowls, cookie cutters, empty boxes of cake mix and other ingredients

Painter: cap, brushes, can and water

Mail carrier: hat, stamps, mailbag, old letters, junk mail, packages mailbox

As you can see, the possibilities for this are endless. As your students gain more exposure to community workers and their roles, the prop boxes are ready to expand.

ACTIVITIES FOR INTERMEDIATE AGE:

1. Coloring: It emerges as a favorite activity during this period. Students will initially use only one color of a medium until they are comfortable with it, then they will only use a few colors. Introduce only one medium at a time (crayons, paint, felt tip pens, chalk). Students will scribble, primarily in straight or jagged lines and circles. It is important

ACTIVITIES FOR INTERMEDIATE AGE (9-15) LANGUAGE CORRELATE

to note that students often like to "destroy" their pictures at this level. With coloring books, they will scribble right over the picture and give little concern to "proper" colors. (Adcock and Segal, 1979)

2. Inside intervention with Sociodramatic Play: Sara Smilansky (1968) detailed in her research how sociodramatic play improves social skills, enhances symbolic capabilities, stimulates language development and broadens concepts. Her research also indicates how it is possible to teach elements of sociodramtic play through inside intervention. This refers to "participation in Play" and requires that the adult take and role and actually join in the play group. The following list includes the elements of sociodramatic play and suggestions for teaching them.
   1. IMITATIVE ROLE PLAY: The adult can take on the role of a doctor and demonstrate how to communicate this role to other players by verbal/sign declarations, appropriate props, imitated actions, etc.
   2. MAKE BELIEVE IN REGARD TO OBJECTS: During firefighting, the teacher can pick up a rope and use it as a fire hose, or use a large block as a ladder.
   3. MAKE BELIEVE IN REGARD TO ACTION AND SITUATION: The adult can announce "Let's pretend we are (doing dishes)"
   4. INTERACTION: The adult could demonstrate how to enter a group by offering to assume a minor role. For example with the doctor, she could say: "Can I be another patient?"
   5. VERBAL COMMUNICATION: The adult can demonstrate the use of language to assign roles, develop story line, designate the make-belive roles of objects.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 25-36 months

ACTIVITIES FOR INTERMEDIATE AGE (9-15) LANGUAGE CORRELATE

6. PERSISTANCE: The adult can demonstrate how to extend a play time by adding to the story line. With the activity of playing doctor, the teacher could announce "We need an emergency operation" or "Let's quit at the office and all go out to dinner".

ACTIVITIES FOR ADULT AGE (16-26)

1. Visual exploration: Students at this developmental age are fascinated by the physical changes that occur in their environment. (Adcock and Segal, 1979) Some experiences to provide would include:

-melting snow, ice, ice cubes in a drink
-water going down a drain
-shadows and shadow play
-clouds moving in the sky, stars at night
-dropping a stone into a pool of water
-bleeding (students will often pick their own scabs to watch the flow of blood)

2- Filling and emptying: These are two actions the predominate during this period. Filling and emptying containers of water have alot of possibilities: watering with a hose, pouring water from a sprinkler can, filling and emptying a sink or bathtub, filling a can by melting snow or dripping ice, pouring water when cooking. In many cases, interesting containers are a prelude to filling (Adcock and Segal 1979). Purses are great containers: they are adult, a challenge to open and close, and can be carried when filled. Other containers to provide include: small suitcases, shopping bags, plastic bottles, envelopes, boxes, etc.

3. Mechanical Objects/Toys: Students now combine motor actions and use combinations in their play (Sutton-Smith 1974). This is a big step from direct use of their hands to the use of tools. Sutton-Smith gives this list of tools and their related activities:

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 25-36 months

ACTIVITIES FOR ADULT AGE (16-26)

Examples of exploratory activity

Activity	Tools
Combining	Counters, blocks
Molding	Clay, play dough
Spreading	Sand
Heaping	Blocks
Squeezing, making holes	Clay, play dough
Breaking, mending	Clay, silly putty
Using tools (sticks, etc)	Clay, play dough
Finger painting	Water-soluable paints
Crayoning, poster colors	Easels
Stringing	Large wooden bead
Lacing	Simple cards with holes
Fitting puzzles	Peg boards, form boards Shape sorter, simple 3 piece puzzle (hand-made)

Also, include objects like egg beaters, linking blocks, water, sponges, pans, soap suds, straw , flexible plastic for cutting and boxes.

4. Being an audience: (See oF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS)

LANGUAGE CORRELATE

You might want to display pictures of signs or bliss symbols that correspond to the tools and actions that are used in the play area. If the student has a definate preference for an activity or tool, make sure you either teach the sign or include the picture or symbol on his communication board.

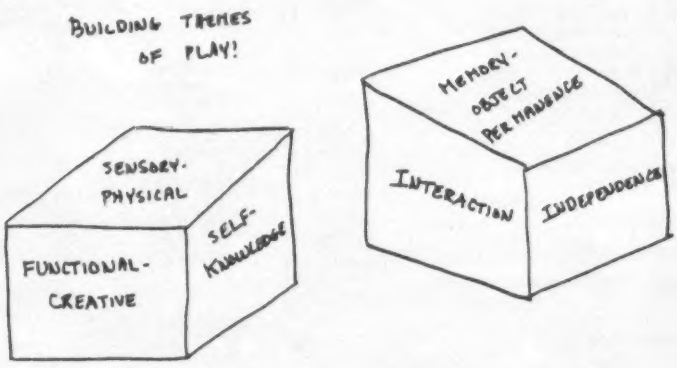
OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:

"IT'S SHOWTIME, FOLKS!"

Pull out a prop box, introduce the items that are in it, demonstrate getting dressed up and using the items, then put them back in the box. Let your students, one by one, take turns at using the items in the box and showing what he can do in that particular "role". You can be an appreciate audience and give them lots of positive feedback for their performance.

THIRTY-SIX MONTHS AND BEYOND: MOVIN' RIGHT ALONG!

Much to our delight, some of our students will have already developed the skills and concepts stressed during the first three years of development. Play therapist Catherine Liesman has included goal and objectiv s for the remainder of the preoperational stage of cognitive development. These goals build upon the emergence of symbolic play and pretending, along with the student's increasing socialization ability.



Okay...let's build upon our acquired foundation of play...

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 36-60 months

GOAL: 1. The student will strengthen positive and appropriate functional behaviors.

2. The student will increase exploration skills and play knowledge.

OBJECTIVES:

1. The student will increase the functional play behaviors to use with objects and toys.
2. The student will engage in fantasy play.
3. The student will develop precise fine and gross motor abilities through play activities.
4. The student will express his own identity in relation to objects and persons.

RELEVANCE TO GROWTH AND DEVELOPMENT:

There is a clear distinction between the student's self-identity (ME) and the world. The concept of sharing takes on a new dimension in expanding possibilities of behaviors. The imitation of the real world moves to fantasy play and the student may act out potential outcomes to situations that he wishes would occur. Play becomes a place to expand horizons and explore opportunities that the real world may not offer.

ACTIVITIES FOR PRIMARY AGE (0-8)

LANGUAGE CORRELATE

1. Cars, trucks and other transportation vehicles can be used to race, roll to one another and perform a variety of actions involving play with another student.
2. Any kind of construction toys are appropriate at this level. (Lincoln Logs, Tinker Toys, American Bricks, etc.) Encourage building and use these items in any group or individual play. You can refer to "Let's Build Together", an activity listed under How To Run a Play Group in the Appendix.
3. Again, ball games and gross motor games will encourage play with peers. Use Slinkies, Toss Across and traditional physical education activities. (see the I CAN curriculum by Michigan State University)

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 36-60 months

ACTIVITIES FOR PRIMARY AGE (0-8), LANGUAGE CORRELATE

4. Dramatic and pretend play will likely predominate during this period. Use the prop boxes described in the 25-36 month section, along with puppets, dolls and household items made to scale. You will notice that during the previous developmental level, the students needed adult guidance to be able to use the items in the prop box. Now you will be able to set the box out and the students will be knowledgable enough to use the props without direct intervention by the adult.

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. Use simple board games using color matching. (Candyland, Twister, etc.)
2. Activities 1,2,and 3 of the Primary level also can be used with the intermediate age group.
3. Collect hats for dramatic play. The student will pull a hat out of a bag and perform one "action" of that role.

ACTIVITIES FOR ADULT AGE (16-26)

1. Make simple board games at your Regional Media Center with adult themes, but have them all stress color matching to move around the board.
2. Play simple baseball, T-ball, football or relay races. You might want to involve these students in Special Olympic type activities.
3. Role play with problem solving actions. Have the student perform an action in response to a dilemma. Say "I see a fire". Have some props available to help the student chose a manner of problem solving (length of hose to put the fire out, telephone to call the fire department).
4. Start to involve the students in any kind of crafts that involve construction, such as woodworking, rug-latching, etc.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL LEVEL 60 months +

GOAL: The student will cooperate with others to complete an activity/task.

OBJECTIVE(S):

1. The student will participate in a task or activity with a peer.
2. The student will demonstrate problem-solving abilities.
3. The student will demonstrate a realistic consequence to dramatic or fantasy play.
4. The student will choose his activities/tasks independently.

RELEVANCE TO GROWTH AND DEVELOPMENT:

Play reflects and models the real world. It is the arena wherein the student may attempt without evaluation the accomplishment of tasks. When play is encouraged, imagination is developed and correspondingly, is creativity!

ACTIVITIES TO FOSTER PLAY AT THIS LEVEL:

These activities will be appropriate for all chronological ages when thought and consideration is given to age-appropriate materials.

1. Use many commercial board games. Ones that parallel TV games will be especially exciting to older students.

2. Again, construction sets are still entertaining at this level. You might want to introduce simple model car and airplane kits, construction of doll houses and collecting minatures for them, chemistry and electronics kits.

3. Puzzles (jigsaw may be used), parquetry, and design kits are useful.

4. Participation in large gross motor games should be encouraged. You may want to include the student in some "league" sports such as softball or baseball.

5. Provide role-playing using no props. The best example would be "Charades".

6. Use large, gross motor items such as bikes, skateboards, roller skates, etc.

7. Provide a variety of art materials. As this student is entering "elementary" age, it is important to make or acquire toy objects and materials that are more adult oriented. Using art materials as "play" is one such example, as there is no stigma attached to these items.

APPENDIX

Catherine Liesman's Play Assessment and Developmental Play Chart

How to Run a Play Group

Introducing the Concept of Games in a Play Group

Suggestions for Christmas and other Gift Giving Ocassions

Books and Resources

GUIDELINES: "PLAY ASSESSMENT THROUGH OBSERVATION"

INDIVIDUAL SESSION

Select the toys that are needed from the suggested list and have them readily acessible. (I find a laundry basket or box is an excellent carry-all). Use a small table, desk or lap tray to do the assessment. It is preferable to do the individual examination in a quiet and secluded room. The examiner should face the student unless it is necessary to be more proximal (ie. in cases of behavior problems where the student may drop objects or seek inappropriate attention). Begin with a ten minute structured play session. Present each toy to the student one at a time. It may be necessary to place the object directly in the student's hands. If this happens, make a notation on the chart. It is helpful to use a pencil and have a watch with a second hand or stopwatch with the assessment. If the student does nothing with every object presented (ie. he sucks his hand or fingers and sits passively), demonstrate the functional use of the toy. It is most helpful to use an auditory or visual toy first (such as a squeeze toy or Jack-in-the-Box) when you must demonstrate its use to the student. When the first ten minutes are concluded, proceed to the second ten minute session.

All the toys and objects are presented together now either by placing them all on the table or by placing some on the table and leaving the remainder in the basket or box. Record what occurs. Do NOT interact with the student or demonstrate any functional use of the toys. If a student only throws objects or mouths them after two minutes, END the assessment and make a note of this. Do NOT hesitate to stop this section of the assessment when there is totally inappropriate play. If you continue, you may only further reinforce these learned inappropriate patterns. It will certainly be a good indicator of progress when you've conducted a play group for two to three months and reassess this part of unstructured play time.

There is no order to the presentation of toys and objects. However, you may want to choose the most simple or colorful toy for the first item. This may encourage the student to respond positively and appropriately. Please attempt the individual session without interruption. This will give you an indication of the student's ability to attend for twenty minutes or the typical length of a play group. If a break is necessary due to behavioral reasons, do so after the first ten minutes. If you have observers while you are doing the assessment, or if you are training someone else, have them observe from behind the student or off to the student's side (peripherially). This will be less distracting. Ideally, attempt the assesment in a room equipped with a one-way mirror.

Finally, be animated and reinforcing. Respond once the student initiates an action. It is important that (s)he attempt a response first. After a full minute of appropriate toy use, ask for it back and introduce the next object.

The chart should be filled out in the following manner:

EXAMPLE: John R., 5 years of age, was presented with a drum and stick. He took the stick and banged it on the drum for 40 seconds, then he banged it on the table for 10 seconds. He ended his play by throwing both the drum and the stick off the table top in the next 10 seconds.

	OBJECT	TIME	APPROPRIATE	INAPPROPRIATE	CREATIVE
1.	drum and stick	60 sec.	√+ 10 seconds ~~freeplay~~	throwing 10 sec.	10 sec.

DEFINITIONS:

Appropriate: any functional use of the toy

*Inappropriate: any action not functional and potentially destructive. This may be self-stimulating behavior where the student uses the object to withdraw from the environment. This also includes no response to the item.

Creative: generalization of the function of the object to other objects in the environment or the use of the object in a new way that is NOT self-stimulating.

*Developmentally, a student may be in a stage wherein he will inappropriately use all toys and objects. If this is the case, all the inappropriate behaviors become an indication of his functioning ability. Try then to use toys where the student can appropriately use this behavior.

EXAMPLE: Sue R. enjoys watching objects dropping to the floor. Everything placed in her hands is dropped off the side of the tray or table. Introduce a block can and have Sue empty and fill it from the front and sides- have her observe the motion of the blocks in the air. Do this activity after one in which an object must be used in a stationary manner such as covering a doll or using a stacking toy.

GROUP SESSION

The focus of this session is interaction and not necessarily functional play. Present each toy object to each student in the group and demonstrate functional use only if NO student can use it appropriately. Prompt student to pass the object from one to the other (verbally and physically). Introduce only one object at a time. Record all interaction of the students and make notations of functional play. Use the form in Section II, #1 and #2. For unstructured time, follow the guidelines as in individual session and make all the objects available. Have a variety of toys appropriate to various developmental levels when doing a group assessment so you will not penalize a low-functioning student.

DEFINITIONS:

Physical/positive: any touch or contact that is positive or encouraging
Physical/negative: other directed aggression (hitting, kicking, spitting, etc)
Verbal/positive: a greeting, a reinforcement, anything to encourage play
Verbal/negative: name calling, demands, screaming

In the group session, as in the individual session, if the unstructured time is chaotic and there is only inappropriate use of toys, STOP the session. This should be noted and will be invaluable data after play group sessions have been conducted and you repeat the assessment. It would be easier on the examiner to have one person record the data for this section and another perform the group leader role. Doing both with six to twelve students b-comes too difficult.

AND NOW....A TEST ONLY FOR YOU!

Take the following yes/no test before beginning the play assessment. Any answers you are unsure of or if you get a "no" indicates that you should reread the guidelines.

1. I know what appropriate, inappropriate and creative responses mean.
2. I have a laundry basket (or suitable substitute) filled with toy objects from the suggested toy list.
3. Paper, pencil and watch are ready and out of reach from the student.
4. I know I will have an uninterrupted twenty minute time span.
5. I have listed out the items to use ahead of time in a specific order.
6. I know to stop the unstructured part of the assessment early if there is only inappropriate play occuring.
7. I know where to sit when doing this type of assessment.
8. I know what form to use for the group session.
9. I know what to do if a student uses a toy for one minute in the structured session.
10. I know when to respond to the student's use of toys.

Well, how did you do? Pass with flying colors? GREAT...turn the page for the play assessment forms.

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PLAY ASSESSMENT THROUGH OBSERVATION

NAME _____ DATE _____

Time needed: (individual) Twenty minute session (ten minutes of unstructed time where student is left with items, ten minutes of structured time where adult presents items)

Materials: A sampling of developmental toys which have a broad range from functional to creative use for ages 0-6 years (see suggested list)

SECTION I: Individual play with objects, toys or dramatic materials
For each thirty second time span, make a ✓ in the time section.
For definations of section areas, see guidelines.

OBJECT	TIME	APPROPRIATE	INAPPROPRIATE	CREATIVE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

NOTES:

QUESTIONS: (Unstructured play time)

1. Length of time with each object averages: (please circle)

   More than 5 minutes more than 2 minutes less than 2 minutes

   Less than 1 minute under one minute

2. Student chooses a favorite toy or spends time with the same toy a majority of the time.

   yes no

3. How many toys were available for the student to use?_____

SECTION II: Interaction/group play with peers

1. Does the student interact with peers without prompts in a structured situation? Each contact is noted (after prolonged contact, indicate this by time)

   yes no sometimes

CHILD'S NAME	PHYSICAL/POSITIVE	PHYSICAL/NEGATIVE	VERBAL/POSITIVE	VERBAL/NEGATIVE

2. Does the student interact with peers in an unstructured situation?

   yes no sometimes

CHILD'S NAME	PHYSICAL/POSITIVE	PHYSICAL/NEGATIVE	VERBAL/POSITIVE	VERBAL/NEGATIVE

3. Which of the following is exhibited in the group a majority of the time? (please circle)

   solitary play(play with objects alone) spectator play(play with objects while watching others)

   parallel play (same play but no interaction) associative play(will interact when playing, but not totally)

   cooperative play (playing in unison with one goal together)

4. The student is able to share with others in the group: yes no
   The student needs assistance to share: yes no
   The student will not share/is non-compliant: yes no

SECTION III:
GENERAL QUESTIONS

1 The student needs a demonstration to learn to play with any item.

none one several all

2. The student initiates interaction with peers and adults: yes no

The student follows others in interaction: yes no

The student does not interact: yes no

Other

3. The student works well during unstructured time, on task appropriately-

yes no sometimes

4. The student remains on task at play in an unstructured situation. (circle amount of time, approximately)

100% 75% 50% 25% 0%

5. Emotional state exhibited is

Examples are: no expression/flate affect, excitable, aggressive, withdrawn, happy, sad, etc.

SUGGESTED TOY LIST FOR ASSESSMENT:

(developmental level: 0-6 months) scarf or blanket, squeeze toy, shake toy, car: roll or push, bell, rattle, mirror, musical toy doll, block, use body touch

(developmental level: 7-12 months) blanket, stacking toy, push-a-long toy on stick, mirror doll, blocks doll that makes noise, squeeze or shake toy, car, trcuk, bubbles, busy box(activity center)

(developmental level: 12-18 months) jack-in-the-box), puppets, nesting toy, stacking toy, crayon/marker and paper, blocks, doll with blanket, string toy See and Say, ball, book, wind up toy

(developmental level: 18 months+ same type of toys listed in the 12-18 month list, simple puzzle, musical toy/instrument, legos, clay, begin to try thiings that have two functions like hammer and a bench, beads on a string).

USING THE ASSESSMENT AND DEVELOPMENTAL PLAY CHART TO DETERMINE PLAY GOALS

The examiner must integrate the assessment data and the level of functioning to derive the goals or the student's placement on the play chart. Therefore, a developmental test such as the Learning Accomplishment Profile, The Developmental Activities Screening Inventory or the Brigance Inventory must be conducted along with the play assessment. The developmental level from these tests will indica e over-all functioning abilities. Check the month range form these tests with the developmental play chart. If the student's assessment shows these same behaviors, then their total functioning is at that level. Goals can then be derived by task analyzing the actions at the next level or incorporating actions at the functioning level that did not show up in the assessment procedure.

EXAMPLE:

Barby S. receives a twenty month score on the D.A.S.I. (Developmental Activities Screening Inventory). Her play behaviors include building a three block tower and knocking it over, rolling a car to the teacher, scribbling with a crayon on paper, trying to activate the jack-in-the-box and cooing to a baby doll when placing a blanket on it. Looking at the Developmental Play Chart, these behaviors fall in the eighteen to twenty-four month range. Therefore, she functions at about the same overall level. Behaviors at this level that were not observed should be specifically assessed before going to the next level. It is extremely important to remember that goals should be set to maintain play actions if only demonstrated for a short time span or not shown in the unstructured setting. Short term goals should ideally be taken from each of the play themes on the chart.

DEVELOPMENTAL PLAY THEMES

The six "themes" of play listed on the following chart are a conceptual organization of what play teaches. By categorizing play in these six aspects, one can get an entire view of a person's level of functioning. The there organization was the culmination of years of work with play and the mentally impaired student. Each theme title is somewhat self-explanatory, however, definitions are listed below.

FUNCTIONAL-CREATIVE: actual use of an object, what to expect of a person on a developmental level and with toy interaction
SELF-KNOWLEDGE: gained information about self through interaction with the world
SENSORY-PHYSICAL: motoric integration with play
INTERACTION: actual self-other actions, will become interrelated with self-knowledge later
INDEPENDENCE: feeling state with accomplishment of task, initiation upon world
MEMORY-OBJECT PERMANENCE: cognitive processing to train storing of information

A DEVELOPMENTAL LOOK AT PLAY BEHAVIORS

THEMES	0 - 6 months	7 - 12 months
FUNCTIONAL/ CREATIVE	grasps (holds toy actively); reaches for what (s)he wants-begins eye-hand coordination: shakes objects, hits objects on another surface	pulls things off (stacking toy) simple put-togethers (blocks in can); knows how to use some simple objects; can tear, slide, crumple, rub together, stretch.
SELF-KNOWLEDGE	plays with hands, body...will explore faces, hands: expresses feelings through adults by touch and voice	responds to mirror image and mirror games (Me doll), will imitate an action he can see himself perform.
SENSORY/PHYSICAL	follows objects with eyes; by sound; enjoys and responds to all types of sensory stimulation	will still mouth objects, will actively examine objects (visual attention and manipulation of the object)
INTERACTION	responsibility of adult to initiate play, will move body in some way to indicate he wants event repeated.	watches actions of adults, other kids, animals actively: will touch hand of adult to indicate desire to repeat action/ event.
INDEPENDENCE	begins to use an object to make something happen: very simple cause and effect (squeeze-noise)	will begin to make simple choices; experiences differences and begins preferences in food, smells, textures, etc.
MEMORY-OBJECT-PERMANENCY	visually follow objects, will follow them to the point of disappearance, will look in the direction of a dropped object	enjoys "peek-a-boo" type play, jack in the box, likes to cover and uncover desired objects.

A DEVELOPMENTAL LOOK AT PLAY BEHAVIORS

THEMES	13 - 19 months	19- 24 months
FUNCTIONAL/ CREATIVE	accurate stacking skills, will fill and empty cans and containers, places simple circle or square in a formboard, uses crayon on paper, nesting toys, functional play with simple toys, pull along toys on a string, will drop and throw objects	simple puzzles and building sets (DUPLO) will explore an unknown toy to activ ate it, controlled scribbling and painting, begins to enjoy small cars and trucks, complex nesting toys, will match objects and sort shapes.
SELF-KNOWLEDGE	will begin to label objects in recognition, points out body parts, uses dolls, puppets	will recognize self, finer discrimination of body parts (grooming), will begin to label family members, possiveness begins (mine/yours)
SENSORY/PHYSICAL	will become very motoric with new walking ability (jumps, rocks) enjoys water play, will roll ball, throw	enjoys outdoor play, trys lots of new motor patterns (kicking, etc) likes different tactile stimulation (sand, paint with textures, playdough, etc)
INTERACTION	Enjoys adult initiated imitation games, will "show" a toy to another person during play to suggest interaction	Still enjoys adult directed or guided games, will "parallel play" makes needs known.
INDEPENDENCE	learns to cooperate with undressing, can pick up toys, can choose an item given 2-3 choices, hide and seek games	self directed play behavior begins to emerge, can choose from a variety of toys (with some assistance)
MEMORY- OBJECT PERMANENCY	hide and seek toys, games with prediction, opening up containers to find a surprise	Likes memory games such as the See and Say series from Mattel, nesting boxes with a surprise in the smallest box, etc.

A DEVELOPMENTAL LOOK AT PLAY BEHAVIORS

THEMES	2 years through 3 years	3 yrs ..... 4 yrs ..... 5 yrs
FUNCTIONAL/ CREATIVE	begins to sort and classify, categorize, builds 6 block tower can begin to use LEGOS and other type interlocking blocks; string large objects, 7-8 piece puzzles, traces around objects, can cut and paste	complex sorters, classifers..... builds more elaborate construction..... complex puzzles.....jigsaw puzzles use of houses, air- role plays port and fara set using adult models for dramatic play
SELF-KNOWLEDGE	will begin simple dress up games; can label feelings with happy and sad according to facial gestures, likes hearing family stories	fantasy play begins...self image encouraged through roles and actions self centered.....begins to understand other Me stories.....life experience stories
SENSORY/PHYSICAL	hops, likes obstacle courses, will run, can begin group physical games likes simple art projects: mixing a variety of sensory stimulation	walking, climbing Mastery of balance sliding, uses bikes movement directed Creative movement, simple gymnastics
INTERACTION	will begin simple peer friendships, plays games where you need another child, learns songs, rhymes, etc.	can lead and follow in a peer game cooperative play emerges, not reliant on adult
INDEPENDENCE	"I can do it" is a predominant theme, will boss dolls and other objects, eats on his own, chooses own clothes	can structure free time with some guidance
MEMORY/ OBJECT PERMANENCY	Memory is well established, will begin to play certain association games (which one belongs)	older children can play simple board and card games (Go Fish, Candyland, Chutes and Ladders)

HOW TO RUN A PLAY GROUP FOR THE SEVERELY MENTALLY IMPAIRED

Start with the students at the table in a circle and have all the necessary materials within your reach and organized. You may wish to gradually move the students to a less confined play space such as 1) in chairs without a table and 2) on the floor in a circle. This could be accomplished over a period of three to four months depending on the student's capabilities.

Prepare three to four activities and conduct the intial play groups for twenty minutes. Activities should include:

1.) a functional play goal or demonstration of new toy objects
2.) a group interaction or sharing experience with blocks, beads, cars, ball, etc. where the focus of the play activity is peer interaction.
3.) a sensory play experience such as bubbles, painting, waterplay, sand etc. to stimulate the student's sensory avenues.

Following is a sample lesson plan for an intial play group:

ACTIVITY I: Toys in a bag or box to use functionally*

1.) Have the student pull a toy our of the bag and then show you how to use it. If the student is unable to use the toy, demonstrate the function and have him try again. If there is still no success, manipulate the student through the appropriate functional response.
2.) Listed below are the appropriate responses to this task for varying developmental levels:
    a.) 0-6 months: will hold the toy and may reach out for it; will still need manipulation
    b.) 6-12 months: May need one demonstration and should use push toys and simple squeeze toys appropriately. Toys such as blocks, nesting cups where fine motor ability is needed will require manipulation for the student to use.
    c.) 12-18 months: One demonstration of intricate toys is needed along with help coordinating eye-hand games such as placing shaped cubes in a container. Functional play with puppets and dolls begins and the student should respond to this quickly. Hide and seek games (jack-in-the-box, peek-a-boo with a cloth) are especially fun now.
    d.) 18-24 months: Only with intricate toys will the student need a demonstration. Should activate or explore unknown toy. Can match and sort shapes. Will choose one toy from a variety.
    e.) 24-36 months: Enjoys a variety of toys, likes blocks, legos, any building toys, beginning to respond to pretend and dramatic play, learning songs, sharing with peers.

*toys for this activity are squeeze toys, wind-up toys, musical box, shake toys, doll, pull-string toys, car, types of blocks

ACTIVITY II: Pass the blocks or Let's Build a Car Together!

1.) Have a large can of Legos or similar type blocks. Give one to each student and pass the flat, wheeled car to each one to place their piece on it. The staff should assist the students in passing the car if necessary. After approximately two times around the table, use the car as a peer interaction game, calling a student's name or pointing as the car is passed. Manipulate the students when necessary.
2.) Listed below are the appropriate responses to this task for varying developmental levels:
   a.) 0-6 months: will need to be manipulated throughout building and passing games; will primarily hold toy and reach out to grasp car if placed in front of him/her.
   b.) 6-12 months: will need prompting to place Lego piece on the car and to pass the car along. Will push car but will need help to direct aim to another student.
   c.) 12-18 months: will place Lego on car and may need slight prompt to pass it along. Will like animation of rolling car and calling names but does need help directing aim.
   d.) 18-24 months: will need only one demonstration with building car; follows placing Legos and playing pass the car game; will do activity with minimal assistance
   e.) 24-36 months: will do activity without prompt but may want to keep car to self and change design. Encourage interaction concept and tell student he/she could build alone at some other time.

ACTIVITY III: Bubbles and Balloons (sensory experience)

1.) This activity is fun plus it works on breath control. Have students first pop bubbles and then start to blow them from the stick. If balloons are blown up, have students move these around the table in game play.
2.) Any students under 3 years will respond well to this activity with the following variations:
   a.) 0-6 months: will need to be manipulated through popping bubbles. Point to balloons to encourage visual tracking.
   b.) 6-12 months: will need demonstration and prompting to pop and blow bubbles. Will need prompting to blow balloons. May want to squeeze or grab balloon as opposed to blowing it.
   c.) 12-18 months: may need a slight prompt but will be good experience and will encourage eye-hand coordination.
   d.) 18-24 months: will enjoy animation of game and may only need one demonstration to understand desired response.
   e.) 24-36 months: will model for others and will follow activity easily.

(from Resources for Creative Teaching in Early Childhood Education)

LEARNING GAMES

Value of Games

Games offer an excellent vehicle for learning while having fun. With games a student can:

1. increase vocabulary by learning to identify objects, pictures, materials
2. develop senses of sight and hearing
3. learn to discriminate and classify
4. learn to follow directions and take turns
5. learn cause and effect
6. gain experience and social skills with other children and adults

Uses of Games

Games without props can be used at anytime and are especially useful to assist in the transistion from one activity to another:

1. while students are assembling for story group, singing time or snacks
2. while students are waiting for something to be prepared
3. while students are slowly dispersing to go home and are leaving at different times
4. while a student(s) waits for others to finish lunch, to finish their nap, to go outside or to another room
5. while students are removing or putting on outdoor clothes
6. when the teacher is diverting silly or unacceptable types of behavior
7. when preparing for a specific activity, such as an introduction of a new idea in art, or following a story
8. during grouptime to as a tool to teach a concept

NOTE: Games with props can be planned for the whole group, with a small group, or with an individual child during a free choice time. These games exten d the oppurtunities for learning because of the sensory properties of the props used.

Suggestions for Teaching Games

1. Students learn best in a small group because it eliminates long waiting periods and offers more person-to-person opportunities
2. Remember that the student's attetion span for any concentrated effort is about one minute or so. By varying the pace and activity you may, however, keep students in an organized group for longer periods, such as grouptime, stories, songs and games.
3. In the games, introduce only one or two concepts at a time
4. Keep games simple, making sure instructions are clear. Try to demonstrate as much as possible.
5. Insure each student's opportunity to participate and succeed.
6. Watch for restlessness. Stop when interest wanes.
7. Rather than insist that every student participate in a game, appeal through a special interest or past experience to encourage each to want and ask to play.

INTRODUCING THE CONCEPT OF GAMES IN A PLAY GROUP

The basic outline for introducing a game format in a play group is as follows:

1. Have the group of students seated in chairs formed in a semi-circle.
2. Label the game. Introduce and name all the objects that will be used.
3. The teacher, or group leader, will demonstrate the use of the objects.
4. The teacher will have each student imitate use of the objects, and will physically prompt when necessary.
5. The teacher then models the game action. She should describe what to do, emphasizing key words.
6. The students then perform the action.

The extra students should act as cheerleaders when not performing the game action.

GAME: LAUNDRY "BASKET"BALL
MATERIALS: laundry basket, nerf basket ball

1. Have the group of students seated in chairs formed in a semi-cirdle
2. Tell the students they are going to play basket ball. Label with a word/sign "basket and ball".
3. Demonstrate holding the ball and throwing it (letting go action).
4. Pass the ball to each student. Have them hold the ball and throw it.
5. Put the laundry basket in the center of the semi-circle. Show how to throw the ball in the basket to score "two" points. Have a staff person hold the basket while you throw it.
6. Have the students throw the ball in the basket. If they have no concept of aiming, you hold the basket and "catch" the ball when they throw. This is a "can't miss" game.

GAME: JINGLE BELL TUG OF WAR
MATERIALS: WRIST BELLS, CREPE PAPER IN RED AND GREEN

1. Have the students seated in chairs formed in a semi-circle. Set up two chairs facing each other about four feet apart.
2. Tell the group they are going to play tug of war. They will use the "bells" (shake them), the "paper" (hold up streamer) and they will "pull". Stress those key words.
3. Demonstrate holding an end of the paper, shaking the bells.
4. Let each student perform the demonstrated action, prompting when necessary.
5. Another staff person is needed to demonstrate the action. Both of you sit facing each other in the chairs. Slide the bells on the crepe paper (about a six foot length). Pull on the paper until it breaks. The person who is closest to the bells when they fall is the winner. The winner picks up the bells and shakes them.
6. Call two student's names. ("Paul and Jim, come on down.") Have them perform the demonstrated action in #5.

SUGGESTED TOY AND GIFT LIST FOR DEVELOPMENTALLY DISABLED INDIVIDUALS:

DEVELOPMENTAL AGE: Birth through 6 months

UNDER 12 years	OVER 12 years
Mobiles, chimes	Wind chimes
squeeze toys	crystal pyramids for window
rattles	Stained glass sun catchers
cheerleader pompoms	nerf balls and toys
Tracking Tube (Johnson&Johnson)	small squeeze basketball (Toys R' Us)
Zoo Goo or soap paint for the bath tub	maracas
Sheets with comic characters (Smurfs, Peanuts, Garfield,etc)	cheerleader pompoms
E.T. soft toy for holding stuffed animals	colorful sheets for bed
Fisher Price Play Gym	assortment of colorful sponges for bath time (teaches grasp, cause and effect)
Bubbles	←→ AM radio for listening to music
	←→ plastic stained glass-type Christmas ornaments for window (Frank's nursery)
	←→ Small, personal Christmas tree for room, blinking twinkle lights, add a special ornament each year.
	←→ Inexpensive blinking Christmas decoration
	←→ Night light for plug
	←→ Hand made texture quilt (use scraps of different texture material for the child to feel)

DEVELOPMENTAL AGE: 7 through 12 months (1 year)

UNDER 12 years	OVER 12 years
terry cloth puppet washcloths	Bubble Bath
Crazy Foam	Soap on a Rope
Snap and Lock Beads (Fisher/Price)	assorted perfumed soaps
Stacking Ring (plastic)	cologne/perfume
rattles with a suction cup to attach to table or lap tray	←→ mirrors (simple ones with noise makers)
Busy Boxes	←→ Sticker books (Take a photo album and start a collection of stickers. Choose smell stickers and texture stickers)
Soft Blocks (Constructive Playthings)	
Jingle, Rattle, Clunk Blocks (")	←→ Drum and cymbals, sand blocks (play along with music on radio)
Floating Family (Constructive Play.)	
Sleeping Bear Music Box (Fisher/Price)	Large, blow up punching bag with weighted bottom
Punch Balls	

Several of the suggestions in the birth through 6 months list are also appropriate at this level.

If possible, look through Christmas catalouges with your child and see if they can indicate any special type of gift they want... If the item is totally inappropriate or something the child cannot possibly use, take them to the toy store and show them what the toy is and what it actually does. If they still seem to want it...well, that's the problem all of us parents face.

←→ (appropriate for all ages)

SUGGESTED TOY AND GIFT LIST FOR DEVELOPMENTALLY DISABLED INDIVIDUALS:

DEVELOPMENTAL AGE: 13 months through 18 months

UNDER 12 years

Pound a Round
any type of top
Jack in the Box
Puppets: preferrably the furry type like Oscar, Cookie Monster, Rowlf
Dolls, large and washable
assorted pull toys (Snoopy Sniffer, Bob a Long Bear, etc)
Baby's First Blocks (Fisher PRice)
Oscar pop-up toy (Fisher-Price)
Frisky Frog (Fisher-Price)
Tub Town
Toy box for belongings
balls
Fisher Price Kitchen Set
2 or 3 piece non interlocking puzzle, with knobs
Large car, bus, truck (wooden type with handle for rolling, NERF type, Fisher Price School Bus, etc.)
Scratch and Sniff books
Assorted cardboard books (toddler type)

OVER 12 years

Bank with slots for coins
Stuffed animal for bed (teenage girls love these: a large rag doll or E.T., Smurf etc)
Barbie or Brooke Sheilds type fashion do
Star Wars Action figures (larger ones)
TV Dolls (Dukes of Hazzard, etc.)
Lauri Rubber Shape puzzle (very simple o
Books of heavy cardboard of actual photographs
balls
Music box which plays when you open the the top
Mr. Sketch Small Markers and large pad of paper
Own set of silverware, cup, dishes
posters for room
decorated cardboard box for personal belongings (K-Mart's)

DEVELOPMENTAL AGE: 19 months through 24 months

UNDER 12 years

Two Tune TV or similiar type music box by Fisher Price
See and SAy by Mattel
Duplo Building Blocks
Color by Water Coloring Books
Nesting Cannisters
wooden puzzles (non interlocking)
Lauri rubber puzzles
small cars and trucks
playdough
sets of objects (plastic) to match (play foods, kitchen sets, etc)
balls with target (similiar to Nerf basketball game)
Colorforms sets

OVER 12 years

cassette recorder
Simon Game
Etch a Sketch
Paint set, crayons
Subscription to a magazine with large pictures (National Geographic, LIFE, PEOPLE, Glamour, Vogue, Essence, etc)
Lauri Puzzles
modeling clay
nesting jewerly box
simple craft sets (sand painting)
Cookie cutters for baking time at home
Collage photograph frame for pictures of family members

Remember, several of the suggestions in the 13 through 18 month section will also be appropriate for students at this level, along with suggestions from the list from birth through 12 months.

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